

UBT

SELF-IMPROVEMENT REPORT

01.10.2022 – 30.09.2025

Faculty of Medical Biochemistry and Biotechnology

BSc. Medical Biochemistry

I. General Information

1. Accreditation Period: 3 years
 - Start Date: 01.10.2022
 - End Date: 30.09.2025
2. Total Recommendations: 36

II. Summary of Findings

Overall Fulfillment of Recommendations:

Significant progress has been made in addressing all 36 recommendations across the seven key areas identified during the accreditation process. A systematic, evidence-driven approach was used to ensure the effective implementation of each recommendation, in line with international standards. In the area of Mission, Objectives, and Administration, the institution enhanced its mission to more accurately align with its research goals and implemented robust systems for regulatory review and compliance. Initiatives to foster transparency and ethical conduct have been incorporated into the institution's operations. Regarding Quality Management, the development of comprehensive QA tools and procedures has improved the monitoring of teaching, research, and promoting continuous improvement and accountability. For Academic Staff, the institution made notable progress in enhancing faculty qualifications, encouraging professional development, and boosting engagement with international research networks and mobility programs. In terms of Educational Process Content, the institution has addressed gaps in laboratory and practical training, expanded opportunities for hands-on research experience, and enhanced methods for evaluating student progress and performance. The inclusion of recent research articles in course syllabi has significantly enriched the curriculum and kept it aligned with current scientific advancements. For Students, the institution has clarified admission procedures, streamlined appeal processes, and increased access to essential resources like Turnitin. In terms of Research, a focused strategy has been implemented to support the Medical Biochemistry program, providing greater support for faculty and students to engage in research activities. There has been a concerted effort to foster international collaborations and to define clear promotion criteria based on research contributions. Regarding Infrastructure and Resources, improvements have been made to optimize the student-to-resource ratio, upgrade laboratory facilities, and provide remote access to academic resources, ensuring a rich and supportive learning environment.

These comprehensive efforts highlight the institution's strong commitment to excellence and continuous improvement, ensuring it stays aligned with the highest academic and professional standards. The program is well-structured, research-driven, and firmly grounded in both academic and operational foundations, positioning the institution as highly competitive in international education and research. With clear academic policies, well-defined course content, and modern resources, the institution upholds global best practices. Its dedication to research excellence and staff development is evident in the growing number of international collaborations and research training opportunities.

Introduction

Acknowledging the importance of continuous improvement, the institution has applied a strategic, evidence-based approach to each of the seven key areas, ensuring they align with international academic standards and best practices. The accreditation process identified 36 recommendations in the areas of Mission, Objectives, and Administration; Quality Management; Academic Staff; Educational Process Content; Students; Research; and Infrastructure and Resources. This report provides detailed information on the specific steps taken to address each recommendation, outlining the responsible entities, implementation strategies, and evidence used to demonstrate progress. The institution remains dedicated to fostering a culture of excellence, innovation, and accountability. By addressing these recommendations, it aims to strengthen its academic and operational frameworks, creating a more enriched and supportive environment for students, staff, and stakeholders in learning, teaching, and research. This report reflects the institution's unwavering commitment to maintaining and achieving the highest standards of quality in higher education.

Description of Actions and Evidence

The institution has made notable progress in implementing the recommendations from the accreditation process. Significant efforts have been made across all seven key areas—Mission, Objectives, and Administration; Quality Management; Academic Staff; Educational Process Content; Students; Research; and Infrastructure and Resources—to align the program with international academic standards and best practices. In the areas of Mission and Administration, the institution has refined its mission and improved its organizational structure, fostering transparency and ethical behavior. In Quality Management, comprehensive procedures have been established to monitor and enhance teaching, research, and training. Regarding Academic Staff, there have been advancements in faculty qualifications, professional development, and involvement in international research. The educational content has been enriched with the inclusion of updated research materials and the expansion of practical training opportunities. Furthermore, the institution has made significant improvements in clarifying admission and appeal procedures, along with increasing student mobility. In the Research domain, a targeted strategy has been put in place to support increased staff and student participation in research activities, with a strong emphasis on international collaborations. Additionally, infrastructure and resource needs have been addressed through the enhancement of facilities and ensuring that students have access to remote academic resources. Overall, the institution has effectively implemented the recommendations, showcasing a commitment to continuous improvement and a focus on excellence in all areas of the program. This has positioned the institution to be competitive in the global education and research landscape, supported by a strong academic, operational, and resource framework.

Expert Team Recommendations

Status received: 30.04.2022

1. Mission, Objectives and Administration
Number of recommendations: 7
2. Quality Management
Number of recommendations: 4
3. Academic Staff
Number of recommendations: 4
4. Educational Process Content
Number of recommendations: 8
5. Students
Number of recommendations: 3
6. Research
Number of recommendations: 5
7. Infrastructure and Resources
Number of recommendations: 5

Recommendations, actions, responsible structure and staff, evidence

<i>Number</i>	<i>Recommendation</i>	<i>Actions taken and Responsible structure and staff</i>	<i>Evidence</i>
1. Mission, Objectives and Administration			
1.	Revise the mission statement to clearly demonstrate the strategic orientation of the study programme	Actions taken - A comprehensive review of the current version of the document was conducted. - Consultations were held with faculty members and academic staff to evaluate and carefully align the programme study aims and mission Responsible structure and staff - Academic Affairs Office - Heads of the Programme	- Meeting minutes from consultations with stakeholders. - Communication with faculty and academic staff

2.	<i>Align the programme aim and mission statement with the general mission statement of the UBT;</i>	Actions taken <ul style="list-style-type: none"> - A re-organization of the mission statement part was conducted by prioritizing the aims of the programme while aligning with the UBT mission. Responsible structure and staff <ul style="list-style-type: none"> - Dean - Heads of the Programme - Faculty Academic Staff 	<ul style="list-style-type: none"> - Communication with faculty and academic staff
3.	<i>To define learning outcomes for the study programme that would be formulated in the form of knowledge, skills and competencies that the students would possess upon graduation</i>	Actions taken <ul style="list-style-type: none"> - Curriculum development and review - Stakeholder consultation - Mapping of learning outcomes to courses - Formulation of knowledge, skills, and competencies - Integration of soft skills and professional competencies - Formal approval by Academic Council Responsible structure and staff <ul style="list-style-type: none"> - Curriculum Development Committee - Faculty Members - External Experts and Employers - Academic Council 	<ul style="list-style-type: none"> - Documented learning outcomes - Course Syllabi - Curriculum development minutes and approvals - Annual program reviews
4.	<i>Establish a reliable mechanism for collecting and analysing the information on future trends in the profession of medical biochemist;</i>	Actions taken <ul style="list-style-type: none"> -The staff is actively engaged in gathering information and analysing all the future trends in the field of medical biochemistry -The data collected are analysed periodically by the heads of the programme to ensure that the programme meets the marketing demands Responsible structure and staff <ul style="list-style-type: none"> -Academic Staff - Program Coordinators - Heads of the Programme 	<ul style="list-style-type: none"> -Regular meetings with the staff and communications -Feedback from the stakeholders and students.
5.	<i>Establish a reliable mechanism for collecting and analysing the information on future trends in the profession of medical biochemist</i>	Actions taken <ul style="list-style-type: none"> - Industry and professional network engagement - Advisory board formation - Market research and trend analysis 	<ul style="list-style-type: none"> - Advisory board meeting minutes - Industry partnership

		<ul style="list-style-type: none"> - Collaboration with Research Institutions - Curriculum review based on industry trends - Incorporation of emerging technologies and methods Responsible structure and staff <ul style="list-style-type: none"> - Faculty members - Advisory board - Industry and professional network liaison 	agreements and collaborations - Curriculum review documents
6.	<i>Establish the didactic and research concept of the study programme and ensure that the programme content and teaching and learning mechanism is fully based on it</i>	Actions taken <ul style="list-style-type: none"> - Integration of teaching and research - Competency-Based approach - Alignment with industry standards - Research opportunities and training - Continuous improvement and feedback mechanism Responsible structure and staff <ul style="list-style-type: none"> - Curriculum development committee - Faculty members - Quality Assurance Sub-committee 	<ul style="list-style-type: none"> - Minutes of curriculum review meetings - Curriculum syllabi - Accreditation reports
7.	<i>Review the organogram and website of UBT to ensure that the titles of structural units (faculties, departments etc.) are used consistently and reflect the actual situation.</i>	Actions taken <ul style="list-style-type: none"> - Review of the organogram - Update of the Website - Internal Consultation - Cross-Checking with Academic Programs Responsible structure and staff <ul style="list-style-type: none"> - Academic Affairs Office - IT and Web Management Team - Institutional Quality Assurance Office 	<ul style="list-style-type: none"> - The updated organogram of UBT, reflecting consistent and accurate titles for faculties, departments, and other units, serves as evidence of the action taken. - Program and Faculty documentation
2. Quality Management			
1.	<i>Introduce survey mechanisms for employers</i>	Actions taken <ul style="list-style-type: none"> - Development of employer surveys - Collaboration with industry partners - Data collection and analysis Responsible structure and staff <ul style="list-style-type: none"> - Curriculum development committee 	<ul style="list-style-type: none"> - Employer survey template - Feedback integration - Annual summary report

		<ul style="list-style-type: none"> - Quality Assurance Sub-committee - Administrative staff 	
2.	<i>Once the study programme is launched, to define standards for process and output related indicators and monitor them on a regular basis</i>	Actions taken <ul style="list-style-type: none"> - Development of standards for process and output indicators - Definition of Key Performance Indicators (KPIs) - Monitoring and evaluation plan - Regular data collection - Continuous improvement mechanism Responsible structure and staff <ul style="list-style-type: none"> - Curriculum development committee - Quality Assurance Sub-committee - Administrative staff 	<ul style="list-style-type: none"> - Monitoring and evaluation reports - Survey data - Review and improvement documentation
3.	<i>Incorporate the results of all questionnaires as well as the monitoring results of certain key performance indicators in the overall activity reports either on the program or on the faculty level and make them available publicly</i>	Actions taken <ul style="list-style-type: none"> - Design and collection of questionnaires - Student satisfaction surveys - Faculty feedback surveys - Employer feedback surveys - Development of Key Performance Indicators - Regular reporting schedule - Follow-up on findings Responsible structure and staff <ul style="list-style-type: none"> - Quality Assurance Office - Faculty and Administrative Staff - Program Coordinator 	<ul style="list-style-type: none"> - Survey data - Annual review meeting minutes - Action plan documents - Program Website
4.	<i>Produce analytic quality assurance reports that would include recommendations for the relevant parties within UBT</i>	Actions taken <ul style="list-style-type: none"> - Collection of data - Analysis of data - Recommendations for relevant parties - Integration of feedback into program planning Responsible structure and staff <ul style="list-style-type: none"> - Quality Assurance Office - Program Coordinator - Faculty and Academic Staff - UBT Leadership and Management 	<ul style="list-style-type: none"> - Quality assurance reports - Minutes from review meetings - Survey data
3. Academic Staff			
1.	<i>Ensure that all staff curriculum vitae contain key information on responsibilities, courses taught on and</i>	Actions taken <ul style="list-style-type: none"> - Updated the staff list to include detailed CV including qualifications. 	<ul style="list-style-type: none"> - Staff list with updated CV - Records of meeting and discussions on

	<i>external activities such as community service</i>	<ul style="list-style-type: none"> - Developed a standardized template to ensure consistent and complete CVs of academic staff - Conducted workshops to support staff in preparing comprehensive and properly formatted CVs. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Human Resources Department - Program Coordinator 	staffing adequacy. - CVs
2.	<i>Avoid repetitive narrative and cite the source of narrative taken from other documents</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Clear referencing - Review mechanism - Regular updates <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Quality Assurance Office - Program Coordinator - Faculty and Academic Staff 	<ul style="list-style-type: none"> - Reviewed program documents - Minutes from review meetings - Updated and standardized curriculum - Cross-referencing in reports
3.	<i>Provide examples of any special assistance offered to any teaching staff facing difficulties vis a vis professional development</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Identifying Needs - Flexible Work Arrangements - Funding for Conferences and Research <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Dean - HR Department - IDEA Institute 	<ul style="list-style-type: none"> - PhD studies engagement for our academic staff – PhD. Cand. Aferdita Ukimeraj
4.	<i>Address standard 3.9 in full</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Faculty Development and Support - Workload and Work-Life Balance - Support for Junior Faculty and Staff <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Human Resources Department - Dean - Program Coordinator 	<ul style="list-style-type: none"> - Staff recruitment records - Performance review reports - Workload and adjustment records
4. Educational Process Content			
1.	<i>Provide an example of an equivalent course in the European Union</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Research on EU courses - Course comparison and alignment - Integration of best practices 	<ul style="list-style-type: none"> - Curriculum documents - Formal collaboration

		Responsible structure and staff - Heads of the Programme - Academic Staff	agreements with EU universities, showcasing partnerships and exchange programs, provide additional evidence that UBT's Medical Biochemistry Program is aligned with EU practices and standards.
2.	<i>Provide a testimonial from an expert who was consulted on the program content</i>	Actions taken - Consultation with Experts - Incorporation of Expert Feedback Responsible structure and staff - Program Coordinator - The Curriculum Development Team - External Experts	- Consultation reports - Curriculum revision documents
3.	<i>Correct the mistakes (e.g. course titles) that this report draws attention to</i>	Actions taken - Revised the documents and corrected all the mistakes noted - Collaborated with faculty members to update the documents - Incorporated all the recommendation and suggestions properly. Responsible structure and staff -Heads of the Programme - Academic Staff -Dean	- Updated the documents by correcting the flaws - Records of faculty discussions and meetings on updating the documents
4.	<i>Revisit the literature suggested for each course, updating or adding new material where necessary;</i>	Actions taken - Revised course reading lists to prioritize literature published within the last ten years. - Collaborated with faculty members to regularly update the reading materials and ensure they reflect current trends and breakthroughs in biochemistry. - Introduced a system for periodically reviewing and renewing course reading materials.	- Updated course reading lists showing recent literature titles - Records of faculty discussions and meetings on updating reading materials. - Library catalogue showing the availability of recent academic journals and books.

		Responsible structure and staff -Library Department -Academic Affairs Office	
5.	<i>Address the issue of student language skills where no Albanian texts have been suggested</i>	Actions taken - Conducted a thorough review of the current admission process and identifying the English language proficiency of the students -Academic staff was encouraged to provide Albanian texts, either by translating or finding reference literature in native language. -Syllabus were revised in order to include Albanian literature where possible Responsible structure and staff -Library and Resources Department -Academic Staff -Heads of the Programme -Dean	-New literature in Albanian language added - Records of faculty discussions and meetings on updating reading materials. -Library catalogs
6.	<i>Provide reassurance that exam marks may be checked for validity. Consider introducing marking schemes and double marking for borderline marks;</i>	Actions taken - Introduction of Marking Schemes - Regular Review of Exam Marks - Student Appeals Process Responsible structure and staff - Faculty Academic Staff - Program Coordinator - Appeal Sub-committee	- Marking schemes - Student Feedback - Reports from Appeal Sub-committee
7.	<i>Consider introducing marking schemes and double marking for borderline marks</i>	Actions taken Responsible structure and staff	
8.	<i>Consider introducing a mitigating circumstances panel for review of student appeals where necessary.</i>	Actions taken - Established a formal forum and decided on the formation of mitigating panel -Developed guidelines on the possible cases and set the criteria for the special circumstances. -Discussed with the students on the importance of the mitigating panel and took their ideas into consideration Responsible structure and staff	-The mitigating panel formation -Meeting records with academic staff on the decision making -Meeting records with students.

		<ul style="list-style-type: none"> - Dean - Academic Staff - Heads of the Programme - Student Recruitment Team 	
5. Students			
1.	<i>Publish the Faculty Council Admission Regulation on the UBT website</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Conducted a thorough review of the current admission process to identify any areas where transparency or clarity could be improved. - Developed clear guidelines outlining the specific criteria for admission, including how grades are calculated and how applicants are ranked in cases of ties. - Revised the admission documents to include these updated procedures and ensure they are available to all prospective students. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Admissions Office - Academic Affairs Office - Student Recruitment Team 	<ul style="list-style-type: none"> - Updated admissions guidelines document showing clear criteria and procedures. - Communication sent to prospective students detailing the revised admission process.
2..	<i>Include student records among the key performance indicators on the study program level, regularly monitor them and include the results in annual reports on study programs;).</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Revised version of the programme evaluation reports was filled with the students records as a key performance indicator. - Developed the plan to incorporate the students records annually in the study programme reports <p>Responsible structure and staff</p> <ul style="list-style-type: none"> -Heads of the Programme -Programme Coordinator - QA Sub-Committee 	<ul style="list-style-type: none"> -Students' records in the revised reports -Annual reports of the programme containing students reports
3.	<i>Complement the Student Handbook with information about student rights and responsibilities and with links to relevant UBT internal documents.</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - A comprehensive review of our existing documents, including student handbooks, codes of conduct, and policies was conducted. 	<ul style="list-style-type: none"> -Students handbook providing all the information on their rights and responsibilities

		<p>-Documents consistent and aligned with each other, providing clear and transparent information to our students regarding their rights, responsibilities, and available support services.</p> <p>Responsible structure and staff</p> <p>-Heads of the Programme</p> <p>-Programme Coordinator</p>	
6. Research			
1.	<i>Show the medical Biochemistry Research Plan alongside the UBT Research Plan to underscore whether, or how well they are aligned</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Formed a research committee to develop a biochemistry-specific research strategy. - Identified key research areas in biochemistry that align with faculty expertise and emerging trends in the field. - Drafted a detailed research plan that includes short-term and long-term objectives for advancing biochemistry research at the college. - Communicated the new research strategy to all faculty members and integrated it into departmental planning. <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Research Committee - Faculty Members - Academic Affairs Office 	<ul style="list-style-type: none"> - Documented biochemistry research strategy and action plan. - Minutes from meetings held by the research committee discussing the strategy. - Research-focused projects or papers initiated under the new strategy.
2.	<i>Provide some reassurance that there is a mechanism or algorithm already in place to bring to bear when computing how the relevant obligations or responsibilities of any staff member are to be divided e.g. teaching versus research</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Development of a Staff Allocation Framework - Teaching and Research Balance Mechanism - Annual Workload Agreements - Faculty Development and Support <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Research Committee - Faculty Members - Academic Affairs Office - Human Resources Department 	<ul style="list-style-type: none"> - Workload distribution framework - Program and Department reports - Staff feedback - Accreditation documentation

3.	<i>Ensure that staff lists are accurate and correspond in different parts of the SER and/or Annex submitted</i>	Actions taken <ul style="list-style-type: none"> - Annual Staff Updates - Staff Member Confirmation - Program-Specific Staff List Template Responsible structure and staff <ul style="list-style-type: none"> - Program Coordinator - Academic Affairs Office - Faculty and Staff Members - Quality Assurance Committee 	<ul style="list-style-type: none"> - Updated staff records - Cross-verification documentation - Annual staff confirmation - Final SER Submission - Template for staff lists
4..	<i>Update staff CVs to include publications, where relevant in years 2020 and 2021 to provide the evidence of the recent productivity required to meet standard 6.7</i>	Actions taken <ul style="list-style-type: none"> - Developed a new policy requiring all academic staff to submit an updated CVs providing evidences on their recent research activities. - Conducted workshops to support staff in preparing comprehensive and properly formatted CVs. Responsible structure and staff <ul style="list-style-type: none"> - Human Resources Department - Program Coordinator 	<ul style="list-style-type: none"> - Sample CVs from academic staff, containing the necessary information. - Updated CV database for academic staff.
5.	<i>Provide clear examples of where the staff research expertise matches the staff teaching activity.</i>	Actions taken <ul style="list-style-type: none"> - Reviewed all academic staff qualifications and ensured compliance with this requirement - Established clear guidelines for assessing publication records and ensuring they align with course content. Responsible structure and staff <ul style="list-style-type: none"> - Program Coordinators - Heads of the Programme 	<ul style="list-style-type: none"> - Staff qualification records, including PhD degrees and related certifications. - Publications list for each academic staff member, linked to their course assignments.

7. Infrastructure and Resources

1.	<i>Address the perceived weakness of the lack of textbooks in the Albanian language in specialised courses in the program which is cited in the 7.6 SWOT analysis in the SER.</i>	Actions taken <ul style="list-style-type: none"> - Faculty support for language development - Review and integration of existing resources - Utilization of digital platforms Responsible structure and staff <ul style="list-style-type: none"> - UBT Library - IT Support Team 	<ul style="list-style-type: none"> - Digital resources - Survey results from students
2.	<i>It was not clear to the expert team where all the relevant facilities are located. For</i>	Actions taken <ul style="list-style-type: none"> - Defined better all the facilities and their location. 	<ul style="list-style-type: none"> - Comprehensive data on laboratory capacity, equipment

	<i>example, mention is made of facilities at Prizren. Can all relevant locations and function be clarified.</i>	<p>-The description of the facilities and their location on the relevant documents has been better clarified</p> <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Facilities Management Team - Quality Assurance Team 	<p>availability, and location</p> <ul style="list-style-type: none"> -Documents visually showing the facilities and laboratory set ups in relevant location
3.	<i>In respect of IT provision is the Faculty computer laboratory the only one available, and is this a shared facility.</i>	<p>Actions taken</p> <ul style="list-style-type: none"> -Discussion on the frequency and the need to the IT laboratory in the context of the programme aims and objectives were made. -Decision on the importance of the use of the IT laboratories by the Medical Biochemistry students was reviewed -Established a careful timetable and reports on the usage of the IT laboratory respectively to the needs of the faculty <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Facilities Management Team - Quality Assurance Team - IT Department 	<ul style="list-style-type: none"> -Documents on the use and proper organization of the IT laboratories -Meeting records with other faculty members on deciding for the proper timelines and usage of the laboratory
4.	<i>Provide evidence that student demand for places is realistic, given the student income cited in the financial plan, and correct the dates presented on the financial plan.</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Market Analysis and Demand Forecasting - Student Enrollment Tracking - Financial Plan Alignment - Consultation with relevant stakeholders - Review of Income Scenarios <p>Responsible structure and staff</p> <ul style="list-style-type: none"> - Administration Office - Finance Department - Quality Assurance Sub-Committee 	<ul style="list-style-type: none"> - Historical enrolment data - updated financial plan - Meetings with stakeholders
5.	<i>Correct the dates presented in the financial plan Table.</i>	<p>Actions taken</p> <ul style="list-style-type: none"> - Review of Financial Plan - Update of Financial Plan - Consultation with the Planning and Budgeting Committee - Adjustment of Financial Projections - Official Approval and Documentation 	<ul style="list-style-type: none"> - Revised financial plan table - Approval documentation - Cross-checked financial data

		Responsible structure and staff <ul style="list-style-type: none">- Financial Officer- UBT Senior Management	
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